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ABSTRACT

These Connecticut Curriculum Trace Maps for music are designed to help curriculum developers and teachers translate Connecticut's K-12 performance standards into objectives and classroom practice. The music Trace Maps provide specific descriptions of what students should know and be able to do at smaller grade level clusters. Connecticut's Trace Maps present examples of assessable activities for grades 2, 4, 6, 8, 10, and 12 based on the Connecticut Standards. A code appears at the end of each music activity to indicate which content and performance standards might be assessed through that activity. The elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. Content standards addressed in these music Trace Maps for grades 2 and 4 are: (1) students will sing, alone and with others, a varied repertoire of music; (2) students will play, alone and with others, a varied repertoire of instrumental music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music; (5) students will read and notate music; (6) students will listen to, describe, and analyze music; (7) students will evaluate music and music performances; (8) students will make connections between music, other disciplines, and daily life; and (9) students will understand music in relation to history and culture. (BT)

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CONNECTICUT

STATE DEPARTMENT OF EDUCATION

Division of Teaching and Learning

Dr. Betty J. Sternberg, Associate Commissioner

Connecticut Music Trace Map

For Grades 2 and 4

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SO 033 724

S. Shuler

The Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 History and Social Studies performance standards into objectives and classroom practice. The Trace Maps provide more specific description of what students should know and be able to do at smaller grade level clusters. The elements in the Trace Maps are designed to lead students toward the attainment of Connecticut's standards in each discipline.

The Trace Maps were created by teams of Connecticut history/social studies education educators through funding provided under the Connecticut School Improvement Initiative, Goals 2000.

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For further information:

Scott Shuler, Consultant
Arts
Bureau of Curriculum and Instruction
Connecticut State Department of Education
165 Capitol Avenue
P.O. Box 2219
Hartford, CT 06145
Telephone: (860) 713-6746

E-mail: scott.shuler@po.state.ct.us

Connecticut Music Trace Map*
for Grades 2 and 4

Last Revised April 11, 1999

* Connecticut's trace maps present examples of assessable activities for Grades 2, 4, 6, 8, 10, 12 based on the Connecticut Standards

Note: A code appears at the end of each music activity to indicate which content and performance standards might be assessed through that activity.

Content Standard 1:

Students will sing, alone and with others, a varied repertoire of music

Performance Standards:

a. sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo
b. sing expressively, with appropriate dynamics, phrasing and interpretation
c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
d. sing ostinatos, partner songs and rounds
e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Grade 2

Students sing on pitch 3 songs, from memory, representing diverse genres:
1) a simple song as a solo
2) an ostinato
3) a full-class unison song
with appropriate timbre, diction, and expression, while maintaining a steady beat and good posture.
Standard 1 a, b, c, d, e

Students sing a short phrase as a solo, (as students pass the microphone), on pitch and in rhythm, with appropriate timbre, diction and posture.
Standard 1 a

Students sing on pitch songs representative of at least 3 distinct cultures with appropriate timbre, diction, and expression, while maintaining a steady beat and good posture.
Standard 1 c (see 9 a)

Grade 4

Students sing on pitch 3 songs, from memory, representing diverse genres:
1) a 4-phrase solo
2) a partner song, round or ostinato
3) a full-class unison song
with appropriate timbre, diction, and expression, while maintaining a steady beat and good posture.
Standard 1 a, b, c, d, e

Students sing 4 songs representing different styles (i.e., lullaby, patriotic, folk, spiritual) from memory, incorporating appropriate elements of those styles.
Standard 1 c (see 7 a)

Students sing from memory songs representative of at least 5 distinct cultures.

Standard 1 c (see 2 c, 9 a)

Students start, end, and make tempo changes in their singing in response to gestures of a conductor.
Standard 1 e

Students identify and and demonstrate use of singing, speaking, whispering, and shouting voices.
Standard 1 e

Students start, end, and adjust their tempo and dynamic levels in response to gestures of a conductor.
Standard 1 e

Students identify and adjust so that their voice blends and balances with other singers when singing familiar songs in a group.
Standard 1e

Content Standard 2:

Students will play, alone and with others, a varied repertoire of instrumental music

Performance Standards:

a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
b. Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments
c. Perform expressively a varied repertoire of music representing diverse genres and styles
d. Echo short rhythms and melodic patterns
e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
f. Perform independent instrumental parts while other students sing or play contrasting parts

Grade 2

General
Students perform a simple ostinato part on pitched instruments (i.e., Autoharp) while the class sings.

Standard 2 f

Students perform a given rhythmic pattern on a variety of classroom percussion instruments to accompany the class singing or dancing.
Standard 2 f (see 3a)

Students perform simple rhythmic patterns demonstrating loud and soft.

Standard 2a

Students play or sing a short pattern response in answer to the teacher's prompt (i.e., "hello").
Standard 2 d

Students perform student compositions as a class, starting and ending together in response to a conductor's gestures.

Grade 4

General
Students play on pitch and with a steady beat, a simple duet on a melodic instrument (recorder, pitched percussion, band/orchestra instrument) while blending timbres and matching dynamic levels, playing on pitch, and maintaining a steady tempo.
Standard 2 a, e, f

Students perform a two-part ostinato or accompaniment while the class sings.
Standard 2 b, f

Students perform accompaniments, which are appropriate in instrumentation and style, to songs from a variety of cultures.
Standard 2 a, b, c, e, f (see 1 c)

Students perform a rhythmic accompaniment with 2-3 other rhythmic instruments, each group of instruments playing a different rhythmic part.
Standard 2 f

Students echo rhythms and melodic patterns dictated by the teacher.

Standard 2 e

Students perform simple pieces on pitched percussion instruments with dynamics determined by the teacher, and maintaining a steady beat.

Standard 2 a

Students perform 3 pieces of diverse genres and styles on pitched percussion instruments with appropriate dynamics, timbre, and steady beat.

Standard 2 a, b, c

Students perform a rhyme or song with a two-part accompanying ostinato: spoken or on pitched or unpitched instruments.
Standard 2f

Standard 2 d

Students perform student compositions as a class, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
Standard 2 e

Students perform music representing diverse genres and styles.

Standards 2 c

Students perform a three-part rhythmic score in both duple and triple meter using body percussion, pitched or unpitched instruments.
Standard 2 b, f

Band/Orchestra
Students perform 1 solo and 3 ensemble pieces of various genres at a grade level of 1 in an ensemble, blending timbres, balancing dynamic levels, and responding to the cues of the conductor.
Standard 2 c, e

Students perform ensemble music of at least two contrasting parts with
Standard 2 a, f

During a rehearsal, students improvise easy rhythmic and melodic patterns on their instruments that other students answer by creating responses.
Standard 2 b, d (see 3 c)

Students demonstrate appropriate tone quality, embouchure/bow technique, hand position, finger movement, articulation, and other basic technical skills on their instrument.

Standard 2

Content Standard 3:

Students will improvise melodies, variations and accompaniments

Performance Standards:

a. Improvise "answers" in the same style to given rhythmic and melodic phrases
b. Improvise simple rhythmic and melodic ostinato accompaniments
c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
d. Improvise short songs and instrumental pieces, using a variety of sound sources, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means

Grade 2

Students improvise an answer used in the vocal or instrumental question given by the teacher, using the same tones, style and rhythms.
Standard 3 a

Students improvise a simple melody to the rhythm of a familiar poem or rhyme. (e.g., "Peas Porridge Hot")
Standard 3 d

Students create simple four beat rhythmic answers, using body percussion and/or pitched instruments, to rhythmic questions given by the teacher.
Standard 3 a

Students improvise a three or four pitch ostinato using do, mi, sol or sol, mi, la or the pentatonic scale.
Standard 3 b

Grade 4

Students improvise melodic answers on recorder, or other melodic instruments, in the same style given by the teacher.

Standard 3 a

Students improvise an interlude between verses of a piece with harmonic accompaniment (e.g., I, V chord pattern).
Standard 3 d

Students create eight beat rhythmic answers, using body percussion and/or pitched instruments, to rhythmic questions given by the teacher.

Standard 3 a

Students improvise a melody on pitched or unpitched instruments based on the harmonic pattern of a typical folk song (i.e., i, I & V7).
Standard 3 c

Students improvise a three note tonic pattern in major and minor tonality.

Standard 3 b

Students use simple percussion instruments (pitched or unpitched) to embellish the rhythm or melodies of simple folk songs.
Standard 3 c

Students improvise vocal or instrumental variations to melodies with more complex harmonic progressions as modeled by the teacher (i,e, I, IV, V7 or i, V7).
Standard 3 a

Students improvise a three note ostinato based on the chordal structure of a simple folk song.
Standard 3 b

On a non-pitched instrument, students create a two-measure introduction to a song in duple meter (e.g., "When The Saints Go Marching In").

Standard 3 d, b

Content Standard 4:

Students will compose and arrange music.

Performance Standards:

a. Create and arrange music to accompany readings or dramatizations
b. Create and arrange short songs and instrumental pieces within specified guidelines
c. Use a variety of sound sources when composing

Grade 2	Grade 4
Using a variety of sound sources, students create dramatizations, sound accompaniments for stories, rhymes, and poetry. Standard 4a, c	Using only quarter notes, students compose tonic and dominant patterns to accompany a typical folk song in a major tonality (i.e., "Skip To My Lou"). Standard 4b
	Using only quarter notes, students compose tonic and dominant patterns to accompany a typical folk song in minor tonality. Standard 4b
Students compose a melodic ostinato to a simple song. Standard 4b, c	Given a simple song, students compose two melodic ostinati. Standard 4b, c
Using a variety of traditional and non-traditional sound sources, students compose two complimentary rhythmic ostinati to rhymes, poems, chants, games or simple melodies. Standard 4b, c	Given a song, students create 2 melodic and 1 rhythmic ostinati on instruments of contrasting timbre. Standard 4a, b, c
	When given the A section of a rondo, students create contrasting sections. Standard 4b

Given a tonal pattern (e.g., do-re-mi, sol-la-mi, etc.), students compose a simple melody to a familiar poem or rhyme.
Standard 4b

Students compose an introductrion or coda to a poem, rhyme, song or instrumental piece.
Standard 4b

Students create sounds/patterns using rhythm instruments and body percussion.

Standard 4c

Students compose a melody over a given basic chord accompaniment (i.e., I, IV, V).
Standard 4b

Students create and arrange percussion patterns to accompany readings or dramatizations (I.e., myth or legend, poetry or stories).
Standard 4a

Students create a simple composition using non-traditional sounds such as home-made instruments, uncommon effects on traditional instruments and uncommon instruments that may be found in other cultures.

Standard 4c

Students arrange a composed melody in the following forms: binary, rondo, ternary.
Standard 4b

Content Standard 5:

Students will read and notate music

Performance Standards:

a. read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures
b. use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys
c. identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing
d. use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher

Grade 2	Grade 4
Students read and perform quarter and eighth note rhythms using rhythmic syllables, clapping, marching, etc. Standard 5a, b	Students read and perform 4-measure rhythmic patterns using quarter, eighth, half, whole and dotted half notes and quarter rests in 2/4, 3/4, or 4/4 meters. Standard 5a, b
Students read and perform 2-measure rhythmic patterns using quarter, eighth, half notes and quarter rests. Standard 5a, b	Students identify intervals of a third, fifth, and octave. Standard 5d
Students identify step, skip, leap, or repeat in a given written melody. Standard 5d	Students demonstrate understanding of meter in such ways as circling measures with incorrect beats, filling in measures when beats are missing, and placing a bar line to complete measures. Standard 5a, b, d
Students identify tempo and dynamic changes through moving, body percussion, speaking, singing and playing instruments. Standard 5c	Students read by singing or playing simple melodies using 5-note pitch patterns in pentatonic or major scale. Standard 5b,

Students identify duple and triple meters through movement.

Standard 5c

Using body movement, students aurally identify when steps and skips move up and down.
Standard 5b

When listening to a given piece of music, students describe dynamics (loud/soft) and changes in tempo (slow/fast).
Standard 5d

Students use invented notation when composing their own works.

Standard 5b

Students read, by singing or playing, from written notation simple melodies using 3 pitches (e.g., sol-mi-la).
Standard 5b, d

Students write simple patterns using quarter, eighth, half, whole, dotted half notes and quarter rests in 4/4 time when played by the teacher.

Standard 5a, b, d

Students visually and aurally identify steps, skips, leaps and repeats in selected compositions.
Standard 5a, b, d

Students accurately perform forte, piano, fortissimo, pianissimo, mezzo forte and mezzo piano.
Standard 5c

Students use musical terms such as allegro, andante, legato and staccato, when describing given listening examples.
Standard 5c

Students accurately read and perform an ostinato pattern in a two- or three-part ensemble using quarter, eighth, half, dotted half, whole notes and quarter rest.
Standard 5a, b, d

Band/Orchestra

Students identify the following traditional symbols used in notation: treble clef, single bar, double bar, and repeat sign.

Standard 5c

Students are able to play a one octave scale on their instruments and can sight-read 8 measures in 2/4, 3/4, 4/4 with quarter, eighth, half, dotted half, whole notes and quarter rests.

Standard 5a, b

Content Standard 6:

Students will listen to, describe and analyze music

Performance Standards:

a. Identify simple music forms when presented aurally
b. Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
d. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
e. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

Grade 2	Grade 4
Students respond by moving or dancing to demonstrate knowledge Standard 6a	Students create movement or dance to demonstrate their knowledge of Standard 6a
Students move to demostrates their understanding of differences in Standard 6b, e	Students describe the characteristics of different dances such as calypso, Standard 6a, b
Students show body movements to reflect loud/soft and fast/slow. Standard 6e	Students use musical vocabulary to describe certain aspects of music Standard 6c
Students identify instruments (strings, brass, percussion, etc.) used in Standard 6d	Students identify instruments (steel drums, marimbas, balalyka, guitar), Standard 6d
Students use musical terminology to describe stylistic differences in music (i.e., tempo, dynamics, instrumentation, etc.) Standard 6c	Students create body movements or dances to demonstrate their understanding of duple or triple meter. Standard 6b, c

Content Standard 7:

Students will evaluate music and music performances

Performance Standards:

a. Devise criteria for evaluating performances and compositions

b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Grade 2

Students brainstorm and then choose two elements of music (e.g..,
- a) a class performance
- b) a group performance
- c) a pre-recorded performance
- d) an individual performance.

Standard 7a

Students brainstorm and then choose two non-musical elements
- a) a class performance
- b) a group performance
- c) a pre-recorded performance
- d) an individual performance.

Standard 7a

Using two terms from the element list they devised, students identify
Standard 7b

Students listen to two or three pieces of music. Using two of the
Standard 7b

Students explain how effective the background music is in a particular movie or television show.

Grade 4

Students brainstorm and then choose four elements of music (e.g..,
- a) a class performance
- b) a group performance
- c) a pre-recorded performance
- d) an individual performance.

Standard 7a

Students brainstorm and then choose four non-musical elements (e.g.,
- a) a class performance
- b) a group performance
- c) a pre-recorded performance
- d) an individual performance.

Standard 7a

Using four terms from the elements list they devised, students listen to
Standard 7b

Students listen to two or three pieces of music. Using four of the terms
Standard 7b

c) Students listen to 3 different stylistic arrangements of the same piece and make judgements on the appropriate style (e.g., a lullaby played very loudly, a Sousa march played as a lullaby, etc.).

Content Standard 7

Standard 7a

Students evaluate a performance according to their criteria and discuss one thing that went well and one thing that needs improvement.

Standard 7a

Standard 7a

Students evaluate a performance according to their criteria and discuss two things that went well and two things that need improvement.

Standard 7a

Content Standard 8:

Students will make connections between music, other disciplines and daily life.

Performance Standards:

a. Identify similarities and differences in the meanings of common terms used in the various arts
b. Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated

Grade 2	Grade 4
Art - Listening to a simple song and looking at a painting, students identify similarities and differences in: a) color (tone color) b) timbre c) pattern d) repetition e.g. Compare the warm and cool colors to loud and soft sounds Standard 8a	Art-Listening to a piece of music and looking at a painting from a particular style period, students identify similarities and differences in: a) color (tone color) b) timbre c) pattern d) repetition e) line f) rhythm g) contrast h) rest in music/negative space in art Standard 8a
Foreign language- students sing songs in a language other than English. Standard 8b	Foreign language- students sing songs in a language other than English and use correct pronunciation and diction. Standard 8b
Literature- Students read a poem and use the expressive elements of music (I.e., dynamics, tempo, etc.), to interpret it. Standard 8b	Literature- Students compare the form of a piece of literature and a piece of music and identify the beginning, middle and end in both. Standard 8b

Math- Students identify a variety of rhythmic and melodic patterns in musical compositions.

Standard 8b

Science- students identify the pitch of large instruments or range of voices based on size (e.g., vibration of a string instrument, a drum head or air columns generating sounds, children/adult voices, etc.).
Standard 8b

Geography- students identify music associated with various countries or regions (I.e., Mexico, Appalachia, etc.and compare and contrast according to their characteristics.
Standard 8b

Students identify and discuss ways in which music is used in the family and community (e.g., weddings, funerals, church services, parades, holidays, festivals, etc).
Standard 8b

Math- students identify the mathematical basis of note values, rests, time signatures, etc., and discuss the relation to fractions and other math concepts.
Standard 8b

Science - Students describe the relationship between the size of an instrument and its pitch and the speed of vibrations and pitch.
Standard 8b

Social Studies- Students identify how songs traveled from Europe and other countries to America and how they changed reflecting historic time periods, e.g., colonialism, western expansion, etc.
Standard 8b

Content Standard 9:

Students will understand music in relation to history and culture.

Performance Standards:

a. Identify by genre or style aural examples of music from various historical periods and cultures.
b. Describe in simple terms how elements of music are used in music examples from various cultures of the world.
c. Identify various uses of music in their daiily experiences and describe characteristics that make certain music suitable for each use.
d. Identify and describe roles of musicians in various music settings.
e. Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 2	Grade 4
Students explain the cultural significance of a variety of musical compositions (e.g., sprituals, sea chanteys, call and response, war music, etc.). Standard 9a	Students listen to aural examples of music from various historical periods and cultures by contrasting their style and by identifying the way the elements of music are used (e.g., Bach vs. Beethoven, Popular vs. Classical, African vs. Native American, etc Standard 9a, b
Listening to examples of music from various historical periods and cultures, students describe the differences between Popular vs. Classical, African vs. American, Asian vs. American, etc. Standard 9a	Students discuss simple genres of music, develop criteria used to classify music, and separate music according to genre (e.g., popular, folk, classical, dance, gospel, rap, etc.). Standard 9a
Students discuss similarities and differences between 2 songs from different cultures, e.g., a simple song in a foreign language like "Frere Jacques" and "Row, Row, Row Your Boat." Standard 9b	Students describe how elements of music (rhythm, melody, texture, dynamics), are used in music from different cultures. The teacher guides group listening. Standard 9b
Students describe how elements of two different pieces of music of different cultures (e.g. melody in Zulu/South African music vs. American music) are used.	Students identify elements of music from diverse cultures and historical periods using various charts and maps (e.g., Venn Diagrams, listening maps, compare/contrast, lists, fill-in-the-blank charts, etc).

Standard 9b

Students explain use and function of music at social /family occasions (parties, weddings, etc.).

a) Students generate list of where they hear music and discuss similarities and differences.
Standard 9c

Students discuss roles of musicians in general terms, for example, conductor, instrumental musician, popular vocalist, opera singer, music teacher.
Standard 9d

Students demonstrate good audience behavior by learning when to clap, be quiet, and be still while listening.
Standard 9e

Standard 9b

Students identify historical and cultural events (i.e., social/family occasions such as parties, weddings, funerals, patriotic celebrations or sports events), and discuss the type of music played, where it is played, and its function.
Standard 9c, d, e

Students discuss roles of musicians and music in various world cultures and/or American regions (i.e., master drummer in Africa, group playing one large drum for Native American pow-wows, etc.).
Standard 9d

After reading biographies and/or articles about famous present-day musicians, students compare and contrast styles, e.g., Kathleen Battle vs. Celine Dion.
Standard 9d

Describe the roles of musicians in various regions (ex. Appalachian, zydeco, salsa, etc.).
Standard 9d

Demonstrate appropriate audience behavior for various genres, context and style of music performed. For example, orchestral (don't clap between movements), folk/gospel music (clapping encouraged), jazz (clap after solos), sporting events (sing and shout)